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ABSTRACT

The purpose of this public school bilingual census was to identify the attendance centers in the state of Illinois which had students in need of bilingual education. According to an Illinois state law, any attendance center with 20 or more students of limited English language proficiency of the same non-English language must provide a bilingual education program for these students. Table 1 of this report shows the number of students by language fluency level, the percent, and the percent of change for the 1975 and 1976 census. Table 2 indicates the ten countries with the largest number of students reported on the bilingual census and the percentage of the total number of students reported statewide. Table 3 indicates the ten non-English languages most frequently reported and the number of students. Table 4 indicates the number and percentage of Vietnamese students. Table 5 indicates the number of students and percentage of the total number of students reported. The appendices include a copy of the census form and the definitions of the six English language fluency levels. (CFM)

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STATISTICAL PROFILE OF THE 1976 BILINGUAL CENSUS

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STATISTICAL PROFILE OF THE 1976 BILINGUAL CENSUS

Overview

Initially conducted in 1974-75, the 1976 academic year was the second year the annual statewide Public School Bilingual Census has been conducted.1/ The purpose of the Public School Bilingual Census is to identify those attendance centers in the State of Illinois which have students in need of bilingual education (those students who speak a non-English language which creates a learning interference for the student in a regular English language oriented classroom environment).

The State of Illinois and the Illinois Office of Eduation have recognized the worth and necessity of non-English speaking students to receive a quality education in Illinois schools by enacting Public Law 78-727 and establishing bilingual programs to serve their educational needs. The law requires that a census of bilingual students be taken by March of each year.

According to Illinois Public Law 78-727, Section 14C-3 of The School Code of Illinois, any attendance center with 20 or more students of limited English language proficiency of the same non-English language must provide a bilingual program for those students. The 1976 Census indicates that 200 attendance centers have 20 or more students in English Language Fluency Levels I, II, and III -- the primary levels which appear to indicate the need for bilingual education.2/ This figure compares to 203 attendance centers in 1975. The 1976 data indicate that a program must be provided to 19,972 students, compared to 30,009 students in 1975. This is a decrease of three attendance centers from 1975 to 1976 and a decrease of 33.5 percent in the number of students. The decrease is probably due to more accurate evaluation and reporting of students.

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1/For copy of the Census form , see Appendix A.

2/For definitions of the English Language Fluency Levels, see Appendix B.

If financial support were available to include students listed at Language Fluency Level IV (those whose low achievement is determined to be caused by their bilingual background), bilingual education would be provided in 345 attendance centers for 47,114 students according to the 1976 Census. This compares to 310 attendance centers and 52,226 students in 1975, an increase of 35 attendance centers and a decrease of 9.78 percent in the number of students.

Number of Students Reported on the Bilingual Census and Attendance Centers

The total number of students reported on the 1976 Census was 136,602, representing 6.02 percent of the total public school student enrollment of 2,269,892 students. In 1975, 105,437 students were reported on the 1975 Bilingual Census which accounted for 4.60 percent of the total public school enrollment of 2,296,241 students. There was an increase of 31,167 (29.55 percent) in the number of students reported on the 1976 Public School Bilingual Census over the 1975 Census.

The increase in the number of students can be partially attributed to better understanding of the census process, increased accuracy in reporting students, and the inclusion of an additional non-English language fluency level which did not appear on the 1975 Census. Furthermore, the relocation of Indo-Chinese into the State of Illinois is more accurately reflected on the 1976 Census.

Officials in public school districts in Cook County (including the City of Chicago) reported 113,338 (82.97 percent of the state total) students on the Bilingual Census. However, considering the City of Chicago (District 299) alone, officials reported 93,802 students on the Bilingual Census which accounted for 68.67 percent of all students reported in the state.

In 1976, students were reported on the Bilingual Census in 2,520 attendance centers (54.51 percent of the total number of 4,623) in 544 of the 1,029

operating public school districts. This represented an increase over the 2,151 attendance centers (46.57 percent of the total number of 4,618) and 458 districts from a possible 1,040 districts in 1975.

Number of Students By Level of English Language Fluency

The number of students by Language Fluency Level, the percent, and percent of change are presented in Table 1 for 1975 and 1976 Census.

Table 1

STUDENTS BY LANGUAGE FLUENCY LEVEL

Language Fluency Level	1975 Number of Students	1975 %	1976 Number of Students	1976 %	Change in the Number of Students	% of Change
I	8,559	8.12	5,662	4.14	-2,897	-33.85
II	10,521	9.98	7,360	5.39	-3,161	-30.05
III	18,255	17.31	14,469	10.59	-3,786	-20.74
IV	28,161	26.71	33,124	24.25	+4,963	+17.62
V	39,941	37.88	45,594	33.38	+5,653	+14.15
VI 1/	-0-	-0-	30,393	22.25	-0-	-0-

1/Language Fluency Level VI was not on the 1975 Census.

There was a decrease in the number of students reported on the Bilingual Census in the Fluency Levels I, II, and III with a decrease of 33.85, 30.05, and 20.74 percent respectively. Fluency Levels IV and V had an increase of 17.62 and 14.15 percent respectively, and since Level VI did not exist on the 1975 Census, no change can be indicated statistically.

Number of Students Reported on the Bilingual Census By County

Table 2 indicates the ten counties with the largest number of students reported on the Bilingual Census and the percent of the total number of students reported statewide for the academic years of 1976 and 1975. Except for Champaign County as 10th in rank order in 1976, replacing DeKalb County which dropped from 10th in 1975 to 13th in rank order in 1976, there were no major changes in either percent of the total number of students reported nor rank order.

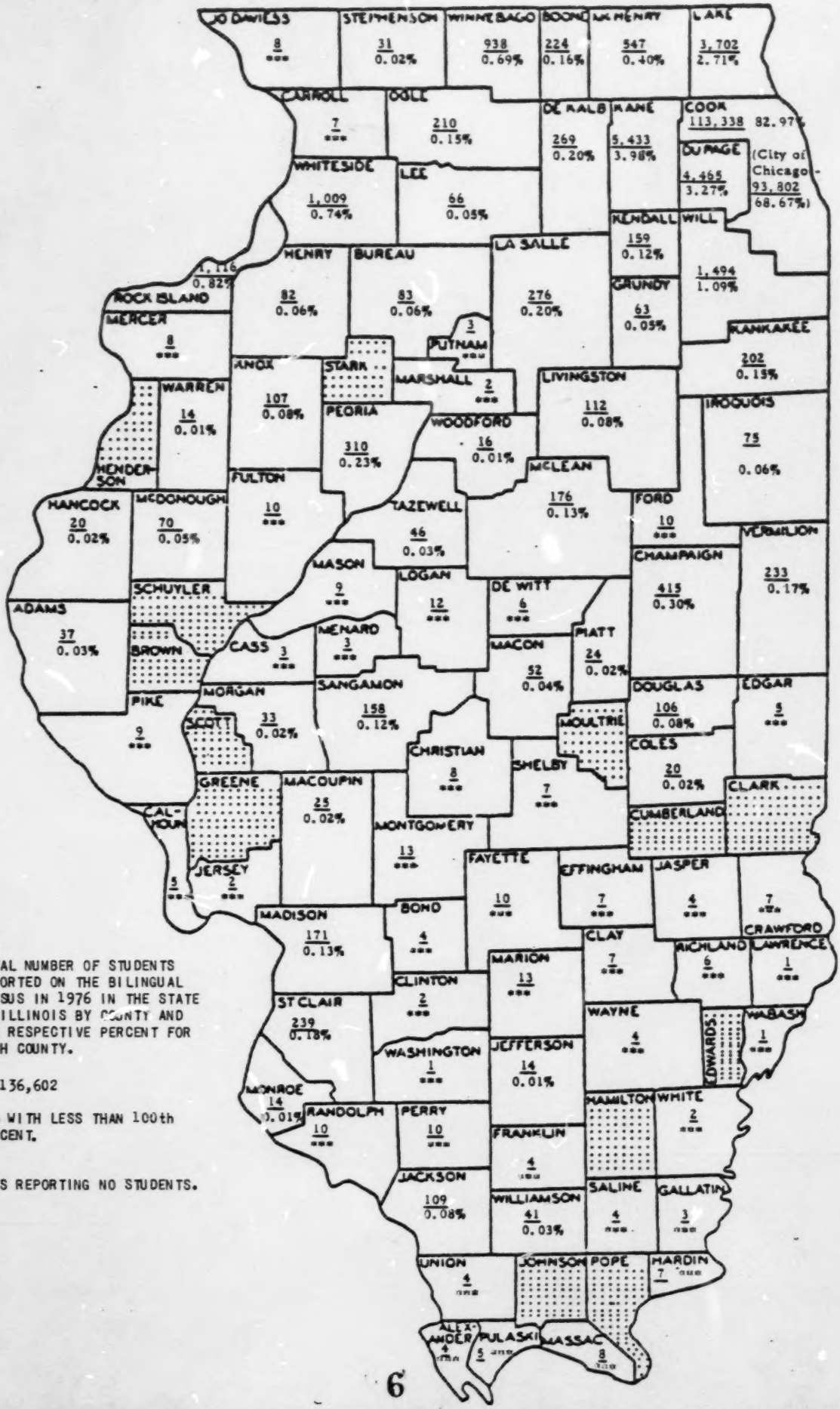

FIGURE 1. TOTAL NUMBER OF STUDENTS REPORTED ON THE BILINGUAL CENSUS IN 1976 IN THE STATE OF ILLINOIS BY COUNTY AND THE RESPECTIVE PERCENT FOR EACH COUNTY.

STATE TOTAL: 136,602

*** - COUNTIES WITH LESS THAN 100th OF A PERCENT.

.... - COUNTIES REPORTING NO STUDENTS.

Table 2

TEN COUNTIES WITH THE HIGHEST CONCENTRATION OF REPORTED STUDENTS

	1976			1975		
County	Number	%	Rank	Number	%	Rank
Cook	113,338	82.97	1	86,537	82.07	1
Kane	5,433	3.98	2	4,619	4.38	2
DuPage	4,465	3.27	3	3,119	2.96	4
Lake	3,702	2.71	4	3,336	3.16	3
Will	1,494	1.09	5	1,720	1.63	5
Rock Island	1,116	0.82	6	918	0.87	6
Whiteside	1,009	0.74	7	798	0.76	7
Winnebago	938	0.69	8	740	0.70	8
McHenry	547	0.40	9	482	0.46	9
Champaign	415	0.30	10	239	0.23	11 1/

1/ In 1975, DeKalb County ranked 10th with 253 students but ranked 13th in 1976 with 269 students.

In 1976, district officials in 89 counties recorded students on the Bilingual Census, compared to 70 counties in 1975. The increase from 70 to 89 counties can mainly be attributed primarily to the inclusion of an additional language fluency level and the increased number of Indo-Chinese students. Figure 1 denotes the total number and percent of students reported on the Bilingual Census by county.

Number of Students Reported on the Bilingual Census By Non-English Language

There were 114 different languages reported on the 1976 Census. Table 3 indicates the ten non-English languages most frequently reported on the 1976 and 1975 Bilingual Census, number of students, percent of the total students reported on the Bilingual Census and rank order of the non-English language.

As Table 3 indicates, except for Chinese-Cantonese, there were no drastic changes in the rank order of the 10 most frequent non-English languages. The greatest change in percentages was Italian with an increase of 1.77 percent and Spanish with a decrease of 9.62 percent. The other percentages remained relatively stable.

Table 3

TEN MOST FREQUENTLY REPORTED NON-ENGLISH LANGUAGES

Language	1976 Number of Students	1976 %	1976 Rank	1975 Number of Students	1975 %	1975 Rank
Spanish	90,000	65.88	1	79,604	75.50	1
Italian	6,941	5.08	2	3,488	3.31	3
Greek	6,465	4.73	3	4,286	4.06	2
Polish	4,761	3.49	4	2,413	2.29	4
German	4,758	3.48	5	2,096	1.99	5
Serbo-Croatian	2,815	2.06	6	1,588	1.51	7
Pilipino	2,581	1.89	7	1,478	1.40	9
Korean	2,435	1.78	8	1,483	1.41	8
Arabic	2,032	1.49	9	1,432	1.36	10
Cantonese	2,012	1.47	10	1,819 1/	1.73	6 1/

1/Since the separation of Cantonese-Chinese and Mandarin-Chinese was not accurately reported on the 1975 Census, Chinese (1,704 students) and Cantonese (115 students) have been combined.

The number of Vietnamese students reported on the 1976 Census was 1,138 compared to 70 in the 1975 Census. The 1976 figure of 1,138 students were reported from 448 attendance centers. Table 4 indicates the number and percent of Vietnamese students being reported by level of Language Fluency for 1975 and 1976, and indicates a higher proportion of the Vietnamese students are in need of bilingual program in 1976 than in 1975.

Table 4

VIETNAMESE STUDENTS REPORTED ON THE 1975 AND 1976 CENSUS

Level of Language Fluency	1975 Number of Students	1975 % 1/	1976 Number of Students	1976 %
I	4	5.71	148	13.00
II	2	2.86	208	18.28
III	16	22.86	374	32.87
IV	14	20.00	113	9.93
V	35	50.00	178	15.64
VI 2/	-0-	-0-	117	10.28

1/Percents do not equal 100 because of rounding.
2/Language Fluency Level VI was not on the 1975 Census.

It should be noted that these data designate students who are attending public schools and do not include Vietnamese students who are attending non-public schools and whose tuition is being paid by the public school districts.

Number of Students Reported on the Bilingual Census by Level of Grade Organization

Table 5 indicates the number of students and percent, by type of attendance center, of the total number of students reported on the Bilingual Census for the academic years 1975 and 1976.

Table 5

DISTRIBUTION OF STUDENTS REPORTED ON THE BILINGUAL CENSUS BY TYPE OF ATTENDANCE CENTER, 1975 AND 1976 1/

	High School	%	Jr. High	%	Elementary	%	Spec. Ed.	%
1975	19,753	18.73	7,066	6.70	77,804	73.79	814	0.77
1976	29,882	21.88	10,266	7.52	95,289	69.76	1,165	0.85

1/Percentages do not total one hundred due to rounding.

There was a decrease of 4.03 percent at the elementary level, an increase of 0.08 percent reported from special education attendance centers, an increase of 0.82 percent reported from junior high school attendance centers, and an increase of 3.15 percent reported for senior high school attendance centers. While there was a decrease of 4.03 percent at the elementary level, the junior and senior high schools has a combined increase of 3.97 percent. The decrease at the elementary level, and increase at the junior and senior high level was anticipated due to grade advancement by students, and a greater decline in the overall enrollment on the elementary level.

The number of students reported on the Bilingual Census and the number of students in need of bilingual education in the future cannot currently be projected with a reasonable degree of accuracy. This is due to several factors including (1) the Census has been conducted statewide for only two consecutive

years, (2) the 1976 Census included a language fluency level that did not exist in the 1975 Census, (3) the unknown factor of the number of pre-school bilingual children, (4) the migration of students into and out of the state, and (5) the lack of data on the school dropout rate of bilingual students.

APPENDIX

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION
Research and Statistics Section
100 North First Street
Springfield, Illinois 62777
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Appendix A

PUBLIC SCHOOL BILINGUAL CENSUS 1976

INSTRUCTIONS: Detailed instructions for completion of this census are on the reverse side. Upon completion of the form, the principal should retain the yellow copy and forward the white, pink and green copies to the district superintendent by February 13, 1976. The district superintendent will retain the green copy and forward the pink and white copies to the regional superintendent by February 20, who will forward the white copy for each school in his/her region to the above address. The census form is due in the Illinois Office of Education by March 1, 1976.

Complete this section only if label in upper right corner is incorrect or absent	SCHOOL NAME	NAME OF PRINCIPAL	
	ADDRESS (Street, City, Zip Code)		COUNTY
	DISTRICT NAME	DISTRICT NUMBER	PHONE (Include Area Code)

☐ Check this box if there are no students within this attendance center who can be classified in language fluency levels I-VI.

	LANGUAGES	LEVELS OF LANGUAGE FLUENCY (see definitions on reverse side)						TOTAL
		I	II	III	IV	V	VI	
010	Arabic							
030	Mandarin (Chinese)							
021	Cantonese (Chinese)							
012	French*							
005	German							
002	Greek							
	Indian, East:							
066	Kashmiri							
015	Hindustani							
014	Hindi							
003	Italian							
011	Japanese							
008	Korean							
017	Lithuanian							
009	Pilipino**							
004	Polish							
007	Serbo-Croatian***							
001	Spanish							
034	Vietnamese							
	Others (specify)							
	Total							GRAND TOTAL

* Should include students of French-speaking Africa, Canada and Haiti.
** Pilipino is one of the official languages of the Phillipines.
*** Serbo-Croatian represents one of the languages of descendants or natives from Yugoslavia.

I certify the data contained in this Census Report to be complete and accurate.

Date *Signature of person(s) completing form* *Date* *Signature of Principal*

Date *Signature of District Superintendent*

IOE 87-06 (12/75)

Appendix B

PUBLIC SCHOOL BILINGUAL CENSUS 1976

CENSUS REQUIREMENT:

This census is required by the School Code of Illinois. Article 14C-3 provides:

"Each school district shall ascertain, not later than the first day of March, under regulations prescribed by the Superintendent's office, the number of children of limited English-speaking ability within the school district, and shall classify them according to the language of which they possess a primary speaking ability, and the grade level, age, or achievement level."

INSTRUCTIONS:

The Superintendent of each school district shall be responsible for the submission of the census form.

The Public School Bilingual Census must be conducted by persons who can speak and understand the necessary languages as may be appropriate in determining both the student's home language and level of language fluency.

The home language is that student's language other than English which meets at least one of the following descriptions: (1) the student's first acquired language is other than English; (2) the language most often spoken by the student is other than English; (3) the language most often spoken in the student's home is other than English, regardless of the language spoken by the student.

If assistance is needed in determining the students' levels of language fluency (see definitions below), the district shall engage the cooperation of all agencies, organizations and community groups having access to or information about children believed to be of limited English-speaking fluency resident in the district.

Students who are multilingual (functional in more than two languages in addition to English) are to be reported in their predominant language other than English.

Definitions:

Language fluency has been categorized into six levels, as follows:

I. The student does not speak, understand, or write English, but may know a few isolated words or expressions.

II. The student understands simple sentences in English, especially if spoken slowly, but does not speak English, except isolated words or expressions.

III. The student speaks and understands English with hesitancy and difficulty. With effort and help, the student can carry on a conversation in English, and understand at least parts of lessons, and follow simple directions.

IV. The student speaks and understands English without apparent difficulty but displays low achievement indicating some language or cultural interference with learning. The presence of an accent or limited vocabulary should be disregarded.

V. The student speaks and understands both English and the home language without difficulty and displays normal academic achievement for grade level.

VI. The student (of non-English background) either predominantly or exclusively speaks English.